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ABSTRACT

The fact sheet is designed to help counselors, teachers, administrators, and disabled students with issues concerning career planning and placement in postsecondary academic and technical schools. The value of early counseling and the importance of encouraging healthy risk-taking are underlined. Model programs at University of California (Berkeley), Southern Illinois University, Gallaudet College (Washington, D.C.), St. Mary's Junior College (Minnesota), and Northeastern University (Massachusetts), are described in terms of innovative strategies. The second section summarizes four federal programs: state and federal vocational rehabilitation programs, Projects with Industry, The President's Committee on Employment of the Handicapped, and the selective placement program developed by the U.S. Office of Personnel Management. Section 3 describes four programs with a national focus: The National Center on Employment of the Deaf, Job Opportunities for the Blind, Training and Placement Services for persons with epilepsy, and the National Career Development Project. Seven resource persons are identified and addresses given. The final part of the fact sheet is an annotated bibliography for career seekers and career counselors. (CL)

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CAREER PLANNING AND PLACEMENT STRATEGIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES

Career counseling is an integral part of the education process in preparing students for the world of work. As the vocational marketplace has become more complex, students from kindergarten on have been increasingly and intensively exposed to career education, vocational education and career development. The role of the counselor in these programs is to aid students find a place in the world of work. The influx of handicapped students into classrooms as a result of the Education for All Handicapped Children Act of 1975 and the Rehabilitation Act of 1973 has required counselors to move creatively to address the employment needs of disabled students. This fact sheet is designed to be a **resource for counselors, administrators, teachers and disabled students** themselves who are involved in career planning and placement. The information included addresses the issue of career planning and placement strategies for disabled individuals in postsecondary academic and technical institutions. For specific information about self assessment, resume writing, and job searches see the **Literature for Career Seekers** found at the end of this fact sheet.

As increasing numbers of disabled students reach American campuses those responsible for guiding career planning and placement have found that disabled students present some unique problems. These students may have limited or unrealistic career expectations, largely because their parents and teachers were unaware of the range of careers from which they might choose. Disabled students are often not exposed to role models of successfully employed disabled individuals. Many are reared in an environment shaped by the "medical model," a lifestyle which encourages undue deference to authority and discourages healthy risk-taking. (See **The Unexpected Minority: Handicapped Children in America** noted in the **Literature for Career Counselors**.) All of these factors combine to leave many disabled students ill-prepared to cope with the world of work. Hence, it is critical that career counselors are able to intervene early to counter these conditions so that their disabled clients might realize their maximum employment potential. A review of such literature as **Educators with Disabilities: A Resource Guide** or **Resource Directory of Handicapped Scientists** (annotated in the **Literature for Career Seekers**) would provide the reader with a good idea of the range of occupational possibilities that are available to the disabled student who is planning his career.

In the information that immediately follows, the HEATH Resource Center has endeavored to present those **projects and programs that demonstrate the most positive and effective career planning and placement strategies.** The **Model Campus Programs** section may be a good resource for the Career Counselor or administrator who is attempting to establish a similar program on his/her campus. The sections on **Federal Programs** and **Programs with a National Focus** could both serve as resources for the counselors to use as referrals and the student to use in his/her own search for employment. The following section provides the names and addresses of selected **Resource Persons** knowledgeable in these areas of concern. Finally, HEATH has **Selected** and **Annotated** a **Bibliography** for the reader's independent research.

Model Campus Programs

One might begin an investigation of model programs by reading the **1981 Idea Handbook for Colleges and Universities**, which describes 166 schools that have modified their programs in some way to accommodate disabled students. Of particular importance is Chapter 7, "Ideas on Assisting Disabled Students Prepare for Employment," which covers a wide variety of programs that meet the needs of handicapped students at the postsecondary level. To order see the **Literature for Career Counselors.**

Selected model programs are described below to **illustrate different strategies** in various settings for accomplishing the goal of assisting disabled students to prepare for employment. Above all, students are to be encouraged to suggest alternatives and strategies to the placement officer at their own institutions. Model programs described here and elsewhere have been effective and if emulated could serve to enhance other career planning and placement programs for disabled students. Descriptions of others may be found in the **Proceedings of the National Conferences on Disabled Students in Postsecondary Education** and **Federally Funded Programs for Disabled Students**, both of which are annotated in this fact sheet.

University of California-Berkeley, CA.

The Disabled Student Placement Program is not a segregated program but is an integral **component** of the Career Planning and Placement Center (CPPC) at the University of California, Berkeley available to all students. **Staff of the Disabled Studeni Placement Center work closely with San Francisco Bay Area employers** to assist with the recruitment, selection, and accommodation of disabled students and alumni. CPPC staff tries to **intervene early** in a student's degree program to encourage him/her to explore non-tra-

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di'.onal options such as science and business. Services to students include assistance with career choice, placements in internships and summer positions, job modifications and accommodations, interviewing skills development, job search strategies and financial benefits advising. For more information, contact Jim Leinen, Coordinator, Disabled Student Placement Center, 111 Wheeler Hall, University of California, Berkeley, CA 94720 or call (415) 642-0592 (Voice or TDD).

Southern Illinois University-Carbondale, IL.

At Southern Illinois University at Carbondale the Career Planning and Placement Center used by all students makes effective career development and placement services available to physically disabled students. One major aspect of the program includes **direct contact with employers' campus representatives.** In addition to sensitizing students and employers about issues important to each group, the staff works with both students and employers on such topics as: developing viable career plans and objectives, affirmative action obligations, employers' attitudinal barriers, recruiting and interviewing handicapped graduates, job modifications, and myths and stereotypes frequently associated with hiring handicapped people. The placement office also **publishes a booklet of resumes of disabled students for mass mailings** to prospective employers and appropriate employment brokers. For further information, contact Valerie Brew Parrish, Associate Director of Handicapped Placement, Career Planning and Placement Center, Southern Illinois University, Carbondale, I' 62901 or call (618) 453-2391.

Gallaudet College, DC.

Gallaudet College operates a **cooperative education program** which involves private and public employers nationwide. Experiential Programs Off campus (EPOC) provides the school's almost exclusively **deaf population** with the opportunity to get (1) hands-on job-seeking skills, including resume writing, interviewing and completing application forms; (2) exposure to the "world of work"; (3) a chance to reexamine their values, career interests and competencies while still in college; and (4) further development of qualities necessary to keep a job, such as maturity, responsibility and self-confidence. Students are eligible to earn up to twelve hours of credit toward graduation through co-op work experience. For further information, contact William Varrieur, Office of Experiential Programs Off Campus, Gallaudet College, Kendall Green, Washington, DC 20002 or call (202) 651-5548 (Voice or TDD).

St. Mary's Junior College, MN.

St. Mary's Junior College (SMJC), is a co-educational institution in Minneapolis, MN, which prepares allied health and human service technicians. Through its Programs for Visually Impaired and Hearing Impaired Students **abilities are identified, coping strategies are devised, and instruction is adapted.** Since 1980 sixteen disabled students have graduated as physical therapy assistants, occupational therapy assistants and medical records technicians. The programs introduce the students to the latest in aids and appliances and adapt some work tasks thereby increasing chances of employment in previously inaccessible fields. The SMJC programs have been successful: most of the graduates have been placed in jobs or higher education programs and nearly thirty visually or hearing impaired persons have been admitted to SMJC this fall. For further information contact Cheryl Weiss, Coordinator, Program for Visually Impaired Students, (612) 332-5521, ext. 252 or Pauline Ostrander, Coordinator, Program for Hearing Impaired Students, (612) 332-5521, ext. 373 (Voice or TDD), St. Mary's Junior College, 2500 South Sixth Street, Minneapolis, MN 55454.

Northeastern University, MA.

In 1909 Northeastern University, a large, urban private university, became the nation's first to be totally committed to cooperative education as a way of financing higher education as well as exploring career options. Faculty at Northeastern counsel over 9,500 undergraduate and graduate students who work with about 2,300 employers. The Cooperative Education Research Center, the information hub of Northeastern, has provided leadership in the field of cooperative education and since 1974 has worked with disabled students in a systematic way. **Cooperative Education for students with various disabilities** proved successful at Northeastern and led to the creation four years later of the Office of Services for the Handicapped. At present, there are fifteen disabled students enrolled in the Co-op program. Northeastern, and Gallaudet College hold an annual two-and-a-half day intensive training session for employers and educators about disabled persons and their disabilities. For further information, contact G. Ruth Kukelia Bork, Director, Handicapped Student Services, Northeastern University, 360 Huntington Ave., Boston, MA 02115 or call (617) 437-2675.

Federal Programs and **Programs With a National Focus** in the next two sections are provided as specific resources for the disabled individual who is seeking job placement or career development. These programs are not necessarily campus based; they are programs created to broaden the placement and career opportunities available to people with disabilities by establishing a mutual awareness between employers and disabled potential employees. While those who utilize the services do not need to be students, it may be extremely worthwhile for post-secondary institutions and their career counselors to be aware of these programs as sources of information and referral.

Federal Programs

State and Federal Vocational Rehabilitation Program

A nationwide program for assisting disabled people to enter the job market is the state-federal program, Vocational Rehabilitation. Any person is eligible whose disability threatens continued employment, interferes with employability, or disrupts function as a homemaker. According to Vocational Rehabilitation guidelines, the disability must be physical or mental and applicants must have a "reasonable chance of being employable following rehabilitation services."

Vocational Rehabilitation offices may be found in most cities. Scope and

quality of services vary from state to state, but certain services must be offered by every office, without charge and regardless of income. They are:

- evaluation of rehabilitation potential
- counseling, guidance, and referral services
- placement and post-employment follow-up.

To find the Vocational Rehabilitation agency in your area look under the State listing in your telephone book or contact the HEATH Resource Center for your **State Agency List.**

Selective Placement

The United States Office of Personnel Management provides a **selective placement program for hiring, placing and advancing handicapped individuals in the Federal civil service.** The primary objective of the program is full and fair consideration in the employment process of persons with disabilities. Although OPM publishes a pamphlet outlining the program, each Federal agency or department has developed, in tandem with the various state departments of Vocational Rehabilitation, its own program of selective placement. Hence, one interested in selective placement should contact his/her local Federal Job Information Center which can be identified by the operator at (800) 555-1212; and should also contact the local office of his/her state's Vocational Rehabilitation department. Career development or disabled student service directors may request in writing that a representative from OPM come to their school to explain not only selective placement but also the regular competitive process of seeking Federal civil service employment. The OPM pamphlet, "Handbook on Selective Placement," is available from the U.S. Office of Personnel Management, Room 6514, 1900 E Street, NW, Washington, DC 20415. A list of local OPM offices can be obtained at the same address. For additional information, call the OPM Selective Placement Program national office at (202) 632-5687.

Projects With Industry (PWI)

The Rehabilitation Services Administration of the U.S. Department of Education sponsors Projects With Industry, **a series of programs where large firms like IBM, Honeywell, and Motorola, as well as organizations like the AFL-CIO and the Electronic Industries Foundation, serve as senior partners in programs designed to enhance employment and career opportunities for disabled persons.** Goals include competitive employment for all disabled participants, developing strong ties between disabled people and the local labor market, and involving business and industry in a senior management and leadership role. Each project involves the establishment of an advisory council, an implementation committee, a training and placement component, and assessment of the project. PWI began in 1968 with three projects. To date over a thousand disabled participants have found employment and over 5,000 corporations and firms are involved in the programs. For a list of projects, contact Walter J. Devins, Acting Director, PWI, RSA/OSERS, Switzer Bldg., Room 3520S, 400 Maryland Ave., SW, Washington, DC 20202 or call (202) 245-3189.

President's Committee on Employment of the Handicapped

The President's Committee on Employment of the Handicapped (PCEH) publishes a number of brochures, pamphlets, booklets and posters promoting employment of disabled persons. Contact PCEH, Washington, DC 20210 for a publication list. Concurrent with its annual meeting in Washington, the Committee has conducted, with the assistance of the DC Department of Employment Services, a **Job Fair** for the past seven years. The purpose of the fair is to **facilitate contacts between employers seeking qualified applicants and handicapped applicants seeking employment opportunities.** Last year, sixty-five employers interviewed from a register of about 750 applicants. If one is planning to use the Job Fair at the annual meeting, he or she is urged to preregister for the fair so that the Job Service personnel can arrange prospective employer-employee meetings. There is no charge either to employer or applicant for this service. For more information, contact Ruth Ellen Ross, President's Committee on Employment of the Handicapped, Washington, DC 20210 or call (202) 653-5014.

Programs With A National Focus

National Center on Employment of the Deaf (NCED)

NCED, at the National Technical Institute for the Deaf/Rochester Institute of Technology (NTID/RIT), is a major national resource **regarding the employment of deaf persons.** NCED's six major functions are **placement, employer development, training, career matching, continuing career development and information services.** Highlights of some of these functions include:

Placement: Employment advisors assist students in the job search through intensive one-to-one interaction and classroom training in job search techniques. NTID has developed a variety of materials to facilitate this pre-employment training. A workbook, **How To Get the Job You Really Want** is currently available for $10.95 from the National Association of the Deaf, 814 Thayer Ave., Silver Spring, Md 20910.

Training: In-depth instruction regarding the implications of deafness for employment is presented to employers in two training programs: **"Working Together: The Manager and the Hearing Impaired Worker"** and **"Getting Your Job Done: An Employer Training Program."** In addition, NCED offers a program **"Doing Business With Business"** for professionals seeking to improve their skills in job and employer development.

Career Matching: An automated comparison/reference system matches deaf persons' credentials with employers job requirement information. Once a match occurs, NCED sends the resume to the employer. If the employer feels that the applicant is appropriately qualified, he/she will contact that applicant directly. The Career Matching System also helps placement personnel assist deaf college students and acts as an additional resource for the vocational rehabilitation system. For more information or details about any of the programs of NCED, contact Kathleen Martin, National Center of Employment of the Deaf, NTID/RIT, One Lomb Memorial Drive, Rochester, NY 14623 or call (716) 475-6461 (Voice or TDD).

For further information regarding NTID's pre-employment training materials and curriculum, contact Deborah J. Veatch, Manager of Special Projects, National Center on Employment of the Deaf, NTID/RIT, One Lomb Memorial Drive, Rochester, NY 14623 or call (716) 475-6350 (Voice or TDD).

Job Opportunities for the Blind (JOB)

The National Federation of the Blind and the Department of Labor have cooperated in a program called Job Opportunities for the Blind, a **referral service** which started almost three years ago. In this program, blind persons from throughout the U.S. are connected with over 800 employers. To date, over two hundred individuals have found employment in this manner. The JOB program has developed public service announcements, and used its contacts with federal and state agencies for the blind, as well as Federation publications, to alert potential users about this service. For more information, contact Duane Gerstenberger, Director, Job Opportunities for the Blind, National Federation of the Blind, 1800 Johnson Street, Baltimore, MD 21230 or call (800) 638-7518.

Training and Placement Services (TAPS)

The Epilepsy Foundation of America (EFA) aims to increase the employment rate of persons with epilepsy through its Training and Placement Service (TAPS). TAPS demonstrates effective cooperation among voluntary nonprofit organizations, government and business. In 1976, the Department of Labor (DOL) accepted the EFA proposal to cosponsor a national program to increase employment opportunities for persons with epilepsy, and to test and demonstrate successful methods of accomplishing this goal. Employers who have worked with the program and have hired TAPS people range from Fortune 500 companies like Control Data and AT&T to local businesses and "mom and pop" enterprises. Members of civic business groups such as the Chamber of Commerce support the program by serving on local and national TAPS advisory committees. TAPS now operates in ten cities (Atlanta, GA; Cleveland, OH; Minneapolis, MN; Portland, OR; San Antonio, TX; Boston, MA; San Juan, PR; Washington, DC; Los Angeles, CA; and Portland, ME). As of January 1982, the program had enrolled nearly 8,000 individuals with epilepsy and had surpassed its annual placement goals. For further information, contact Catherine Hayes, Director, Training and Placement Service, 4351 Garden City Drive, Suite 406, Landover, MD 20785, (301) 459-3700.

The National Career Development Project

Best known for his classic book, **What Color Is Your Parachute?**, Richard Nelson Bolles has increased the awareness of job hunters, career changers and counselors through his work with the National Career Development Project. The Project functions as a **clearinghouse of information concerning the most effective methods of job-hunting, career changing and life and work planning. The November-December 1978 issue** of the NCDP **bimonthly newsletter deveoted to handicapped job-hunters.** The Project runs four-day workshops and an annual two-week workshop for job-seekers and career counselors on life and work planning. The Project's target audience is job hunters and career changers generally, without regard for physical, mental or emotional impairments. For further information, write: National Career Development Project, P.O. Box 379, Walnut Creek, CA 94597 or call (415) 935-1865.

Resource Persons

In addition to the contact people for the programs covered above, the HEATH Resource Center has identified the following people who have experience with career planning and placement for disabled students and are willing to answer inquiries or discuss program planning and implementation.

Ron Blosser, Coordinator
Specialized Student Services
Southern Illinois University at Carbondale
Carbondale, IL 62901
(618) 453-5738 (Voice and TDD)

William Boswell, Vice President
Training and Placement
Vocational Guidance and Rehabilitation Services
2239 E. 55th Street
Cleveland, OH 44103
(216) 431-7800

Rodger Decker, Director
Rehabilitation Services
St. Andrews Presbyterian College
Laurinburg, NC 28352
(919) 276-3652

Carol Dunlap, National Director
Projects With Industry
Electronic Industries Foundation
2001 Eye Street, NW, Suite 405
Washington, DC 20006
(202) 457-4913

Veronica M. Leona, Instructor and Coordinator
Department of Cooperative Education
Northeastern University
360 Huntington Avenue
Boston, MA 02115
(617) 437-3471

James Meyer, Supervisor
Instructional Support Services
North Central Technical Institute
Wausau, WI 54401
(715) 673-3331, ext. 498

Jeff Vernooy, Assistant Director
Handicapped Student Services
Wright State University
Dayton, OH 45435
(513) 873-2140

SELECTED ANNOTATED BIBLIOGRAPHY

For the Career Seeker

Career Planner: A Guide for Students With Disabilities. Gwen J. Smith, Loma Hopkins, D.E. Creasy, Alta Loma, CA: Chaffey Community College, Educational Resource Center, 1982. (Free. For more information contact Educational Resource Center, Chaffey Community College, 5885 Haven Avenue, Alta Loma, CA 91710 (714) 987-1737, ext. 353.)

This publication is a guide to assist students with handicaps to sort out the information necessary for making career plans; topics include health and/or condition, interests, the job market; role models; resources; a way of doing job analyses; and assessing the needs for job modifications. This publication is available in Braille, large print, and audio cassette.

Educators with Disabilities: A Resource Guide. Joanne Gilmore, Diane Merchant, April Moore, Washington, DC: American Asso-

ciation of Colleges for Teacher Education, 1981. (To order copies, at $5.50 each, contact the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 — stock number 065-000-00104-7.)

This is a nationwide directory of over 900 disabled educators. As such, it is a useful tool for identifying role models for students pondering career possibilities. This study probes the experiences of disabled educators regarding training, certification and employment in the field of education. Coping strategies are also explored.

In the Mainstream. Washington, DC: Mainstream, Inc. (To order contact Mainstream, Inc., 1200 15th Street, NW, Washington, DC 20005, (202) 833-1136. Price: six issues for $40.00.)

This eight-page newsletter covers legal and practical issues concerning handicapped people in employment.

Postsecondary Education and Career Development: A Resource Guide for the Blind, Visually Impaired and Physically Handicapped. Baltimore, MD: National Federation of the Blind, 1981. (To order copies, at $4.95 each, contact NFB, 1800 Johnson Street, Baltimore, MD 21230.)

This publication contains an interpretation of Section 504 of the Rehabilitation Act of 1973, its effects on colleges and educational institutions, tips on college and career planning, and various resources available to the physically handicapped and the blind.

Resource Directory of Handicapped Scientists. Janette Alsford Owens, Martha Ross Redden and Janet Welsh Brown. Washington, DC: American Association for the Advancement of Science, 1978. (To order copies, at $1.50 each, contact AAAS, 1776 Massachusetts Avenue, NW, Washington, DC 20036.)

This publication offers an opportunity for finding role models by providing the names and addresses of over 500 handicapped scientists nationwide. These individuals represent a wide range of disciplines and disabilities who, by being included in this directory, have shown a willingness to be resource consultants to administrators, faculty and students.

Science for Handicapped Students in Higher Education: Barriers, Solutions and Recommendations. Martha Ross Redden, Cheryl Arlene Davis and Janet Welsh Brown, American Association for the Advancement of Science, 1979. (To order copies, at $1.50 each, contact AAAS, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036.)

This publication consists of the proceedings of a conference of students and scientists with disabilities and administrators, faculty and counselors. The proceedings examine the barriers handicapped persons face while pursuing a postsecondary science education and solutions which were devised.

Scientific and Engineering Societies: Resources for Career Planning. Virginia M. Stern and Martha Ross Redden, comps., Washington, D.C.: American Association for the Advancement of Science, 1980. (To order copies, at $6.00 each, contact AAAS, 1500 Massachusetts Ave., N.W. Washington, D.C. 20005.)

This publication, while not specifically for disabled people, offers counselors and students an overview of the wide range of career possibilities and the level of education required in science and engineering fields based on information provided by 82 professional socieities.

See Me More Clearly; Career and Life Planning for Teens With Physical Disabilities. Joyce Slayton Mitchel, New York: Harcourt Brace Jovanovich, 1980. $8.95.

This publication is a practical guide for assessing career options for persons with various disabilities. This book contains a special section by Ellen Wallach, "Charting Your Career: Life Skills," which uses the "Quick Job-Hunting Map" of Richard Bolles (see below).

Steps to Independence for People with Learning Disabilities. Dale Brown, Washington, D.C.: Closer Look, 1980. (Available free from HEATH Resource Center.)

Chapter five contains a sensitive discussion of the issues persons with learning disabilities encounter in the pursuit of an education and/or career.

Taking Charge of Your Life: A Guide to Independence for Teens with Physical Disabilities. Washington, D.C.: Closer Look, 1981. (Available free from HEATH Resource Center.)

Students will find this extremely beneficial. A discussion of life, education and career for disabled individuals by disabled individuals, most of whom are connected with the Center for Independent Living at Berkeley, California.

What Color is Your Parachute: A Practical Manual for Job-Hunters & Career-Changers. Richard Nelson Bolles, Berkeley, CA: Ten Speed Press, 1982 (Revised) $7.95.

The key to this job hunting manual, intended for general audiences, is the assessment of job skills which the reader can do with a few practical exercises, including completion of the "Quick Job-Hunting Map." A good way to get to know who you are and what you want to do.

For Career Counselors

Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide. David Katz, Bert Flugman, Leo Goldman, New York, N.Y.: Institute for Research and Development in Occupational Education, 1979. (Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, ED #187352, Book-$15.20 plus postage; microfiche-$1.09).

This guide organizes information gathered in recent years relating to career and job development, as well as placement of disabled college students. It presents a sampling of concepts, experiences, activities and resources contributed by practitioners at colleges around the country.

"Career Education and Placement of Students With Disabilities: How Accessible Are They—Really?" G. Ruth Kukelia Bork, 1980. (Available free from the HEATH Resource Center.)

This paper addresses career counselors who work with students with disabilities. It discusses barriers and the means of eliminating them, so that handicapped students can be treated equitably in the placement process.

Career Education in Colleges: A Guide for Planning Two and Four Year Occupational Programs for Successful Employment. Norman Harris and John F. Grede, Washington, D.C.: Jossey-Bass, 1977, $16.95.

This guide examines the technological revolution, its effects on career planning and the rise of vocational programs in two and four year institutions.

1981 Idea Handbook for College and Universities. Compiled by S. G. Tickton, W. A. Kinder and A. S. Foley, Washington, D.C.: Academy for Educational Development, 1981. (A limited number of the Handbooks are available free through the HEATH Resource Center, or contact the Academy at 1414 Twenty-second Street, N.W., Washington, D.C. 20037 (202) 862-1900.) See the annotation under **Model Campus Programs.**

Federally Funded Programs for Disabled Students: A Model for Postsecondary Campuses. William Anderson, Rhona Hartman, Martha Redden, Washington, D.C.: HEATH Resource Center, American Council on Education, 1981. (Available free from the HEATH Resource Center while the supply lasts.)

This book describes 14 campus programs in depth and makes recommendations for an effective disabled student service program, one part of which would be concerned with career development.

Lifelong Career Development Handbook: Linking Community Services for Disabled Adults and **Lifelong Career Development for Individuals with Disabilities: A Guide.** Dr. Donn Brolin, Lifelong Career Development Project, University of Missouri-Columbia. (Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210—contact ERIC for price information.)

These publications are a product of the department of educational and counseling psychology at the University of Missouri.

Personnel and Guidance Journal (vol. 58, no. 4, December, 1978).

This issue contains several articles dealing with career development and the career education of disabled students. There is also an article on the training of disabled student counselors, by the same group responsible for **Career Counseling and Job Placement . . . A Guide.**

Post-Secondary Vocational Education for the Handicapped Policy Paper Series: Document 3. James P. Greenan, Ed., University of Illinois, Champaign: from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, ED #194755, Book-$860 plus postage; microfiche-$1.11.

This publication contains a series of papers which identify and address several issues relating to the provision of post-secondary vocational education services to handicapped learners. Some of the topics covered relate to state planning and support services.

Proceedings of the National Conferences on Disabled Students in Postsecondary Education. Available from Handicapped Student Services, Wright State University, Dayton, OH 45435. Titles and prices follow:

1977—**Disabled Students on American Campuses: Services and the State of the Art.** $2.50.

1978—**Change Strategies and Disabled Persons: Postsecondary Education and Beyond.** $3.25.

1980—**The Handicapped Student on College Campuses: Advocacy, Responsibility and Education.** $3.25.

1981—**The Accessible Institution of Higher Education: Opportunity, Challenge and Response.** $6.50 for members; $10.00 for nonmembers.

Self-Directed Career Planning Program for the Visually Disabled. Robert Reardon et al. The Florida State University Curricular-Career Information Service, 1979. (Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, ED #166590, Book-$16.85 plus postage; microfiche-$1.11.)

A report on the grant Florida State's Curricular Career Information Service used to assist blind individuals in high schools, community colleges, vocational technical schools, colleges, universities and rehabilitation agencies.

The Unexpected Minority: Handicapped Children in America. John Gliedman and William Roth, New York: Harcourt Brace Jovanovich, 1980, $17.95.

This publication contains probably the best description of the "medical model" which becomes so intricately a part of the problem disabled individuals face in growing up, forming their personality and assessing career and life options. **The Unexpected Minority** also presents a sociological argument for the "handicapped role."

Additional Resources

ERIC Clearinghouse—ERIC (Educational Resource Information Center) is an information system sponsored by the National Institute of Education within the Department of Education. The ERIC Clearinghouse on Adult, Career and Vocational Education provides information dealing with several aspects of career development, including attitudes, self-knowledge, and specific occupational and vocational skills. ERIC provides information regarding disabled individuals in many of these areas, including career education. The Clearinghouse staff conducts custom computer searches of its ERIC data base. It also provides many useful publications, including bibliographies, and resource guides on topics of current interest. For more information and price list, contact the ERIC Clearninghouse on Adult, Career and Vocational Education, Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (614) 486-3655 or (800) 848-4815.

National Rehabilitation Information Center (NARIC)—NARIC is a rehabilitation information resource library housing research reports, books, microfiche, and audio-visual materials relevant to the rehabilitation profession. The Center supplies bibliographic citations of documents in its collection and performs on-line searches of any rehabilitation subject area requested. Also available is the national computerized data bank (ABLEDATA) containing information about rehabilitation products and assistive devices. For more information contact NARIC, 4407 Eighth Street, N.E. The Catholic University of America, Washington, D.C. 20017, (202) 635-5826 (Voice), (202) 635-5884 (TDD).

Preapred by R. Dale Grinder with assistance from Susan Bardellini Forman. August 1982.

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